DOCUMENT RESUME

ED 242 164 EC 162 135

AUTHOR Mensendick, Frosyne, Ed.
TITLE Wyoming State Conference (Casper, Wyoming, March 17-19, 1983). Proceedings.
PUB DATE Mar 83
NOTE 58p.; Papers presented at the State Conference of the Wyoming Federation of The Council for Exceptional Children/Wyoming Association of Retarded Citizens.
AVAILABLE FROM Wyoming Federation, CEC, Frosyne Mensendick, 1211 South Elm, Casper, WY 82601 ($4.00).
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavior Modification; *Computers; *Curriculum Development; *Disabilities; Elementary Secondary Education; Intervention; Severe Disabilities

ABSTRACT

Thirteen papers presented at a 1983 Wyoming comference on special education are included. The first two papers describe approaches for controlling children's serious behavior problems. Approaches focus on generalized compliance training, a direct instruction program that seeks to extinguish inappropriate behavior. Additional topics include the following (sample subtopics in parentheses): facilitating parent-school cooperation; a social/behavioral curriculum for handicapped adolescents; a school-community vocational training program unsing microcomputer technology; computer networking with commercially prepared software; and a metacognitive approach to study strategies. Briefly summarized are presentations on psycho-social drama (an approach to deal with mental health issues), issues in adult developmental disabilities, preparation of the student for employment, and a transactional approach to early language training. Lists of films shown at the conference and addresses of distributors conclude the document. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED242164

arc

WYOMING STATE CONFERENCE

Casper, Wyoming

Hilton Inn

March 17, 18, 19, 1983

[Frosyne Mensendick, Editor]

EC162135

PROCEEDINGS DOCUMENT
$4.00

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Frosyne Mensendick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ENCLOSED IS INFORMATION RELATIVE TO MANY PRESENTATIONS SLATED AT THE 1983 STATE CONFERENCE OF WYOMING FEDERATION OF CEC/WYOMING ARC. ALL PRESENTERS ARE LISTED FOR YOUR REFERENCE. ADDITIONAL COPIES OF THIS DOCUMENT CAN BE OBTAINED FROM:

FROSYNE MENSENDICK, PRES-ELECT
Wyoming Federation CEC
1211 South Elm
Casper, Wyoming 82601

READING LIST

Recommended by

JEROME M. SATTLER, PH.D.
Psychology Clinic
San Diego State University
San Diego, California 92182
(619) 265-5134

Recommended Readings in Psychoeducational and Clinical Assessment

Jerome M. Sattler

San Diego State University

Alessi, G. J. Behavioral observation for the school psychologist: Responsive-discrepancy model. School Psychology Review, 1980, 9, 31-45.

Allington, R. L. Diagnosis of reading disability: Word prediction ability tests. Academic Therapy, 1979, 14, 267-274.

Armstrong, R. J., & Jensen, J. A. Slosson Intelligence Test: 1981 norms tables, application and development. East Auroa, New York: Slosson Educational Publications, 1981.

Bales v. Clarke, (Oct. 16, 1981, CIV A. 80-0568—R, 523 Fed. Supp. p. 1366).

Barkley, R. A. Learning disabilities. In E. Mash & L. Terdal (Eds.), Behavioral assessment of childhood disorders. New York: Guilford Press, 1981.

Baron, I. S. Neuropsychological assessment of neurological conditions. In P. R. Magrab (Ed.), Psychological management of pediatric problems (Vol. II). Baltimore: University Park Press, 1978.

Belmont, I., & Belmont, L. Is the slow learner in the classroom learning disabled? Journal of Learning Disabilities, 1980, 13, 496-499.

Board of Education v. Rowley, U.S. Supreme Court, (80-1002, June 28, 1982).

Boersma, F. J., & Chapman, J. W. The Student's Perception of Ability Scale. Unpublished instrument. Edmonton: University of Alberta, 1977.

Bouma, H., & Legein, Ch. P. Dyslexia: A specific recoding deficit? An analysis of response latencies for letters and words in dyslexics and in average readers. Neuropsychologia, 1980, 18, 285-298.

Brigance, A. Brigance Diagnostic Inventory of Basic Skills. Newton, Mass.: Curriculum Associates, 1977.

Carrow, E. Carrow Elicited Language Inventory. Austin, TX: Learning Concepts, 1974.

Chadwick, O., Rutter, M., Thompson, J., & Shaffer, D. Intellectual performance and reading skills after localized head injury in childhood. Journal of Child Psychology and Psychiatry & Allied Disciplines, 1981, 22, 117-139.

Chapey, R. (Ed.). Language intervention strategies in adult aphasia. Baltimore: Williams & Wilkins, 1981.

Cicci, R. Written language disorders. Bulletin of the Orton Society, 1980, 30, 240-251.

Coleman, M., & Harmer, W. R. A comparison of standardized reading tests and informal placement procedures. Journal of Learning Disabilities, 1982, 15, 396-398.

Crockenberg, S. B. Creativity tests: A boon or boondoggle for education. Review of Educational Research, 1972, 42, 27-45.

Cutter, A. V., & Miller, E. A. The interpretive and summing up process with parents during and after diagnostic studies of children. In R. L. Noland (Ed.), Counseling parents of the ill and the handicapped. Springfield, IL: Charles C. Thomas, 1971.

Damasio, H. The nature of aphasia: Signs and syndromes. In M. T. Sarno (Ed.), Acquired aphasia. New York: Academic Press, 1981,

Dawson, M. M., Hallahan, D. P., Reeve, R. E., & Ball, D. W. The effect of reinforcement and verbal rehearsal on selective attention in learning-disabled children. Journal of Abnormal Child Psychology, 1980, 8, 133-144.

Dembinski, R. J., & Mauser, A. J. Parents of the gifted: Perceptions of psychologists and teachers. Journal for the Education of the Gifted, 1978, 1, 5-14.

Dermark, J. C. Early profound deafness and mental retardation. British Journal of Mental Subnormalities, 1978, 24, 81-89.

Dirks, J., & Quarfoth, J. Selecting children for gifted classes: Choosing for breath vs. choosing for depth. Psychology in the Schools, 1981, 18, 437-449.

Donald Snow v. The State of New York, Court of Claims, No. 60758, dated January 11, 1982.

Duchan, J. F. The elephant is soft and mushy: Problems in assessing children's language. In N. Lass, J. Northern, D. Yoder, & L. McReynolds (Eds.) Speech, language, and hearing. Philadelphia: W. B. Saunders, in press.

Fernald, C. D., & Gettys, L. Diagnostic labels and perceptions of children's behavior. Journal of Clinical Child Psychology, 1980, 9, 229-233.

Franzoni, J. B., & Jones, R. W. Implications for school psychologists: The challenge of Public Law 94-142. Professional Psychology, 1981, 3, 356-362.

Gallagher, J. J. Measurement issues in programs for gifted students. New Directions for Testing & Measurement, 1979, 1, 9-21.

Gottlieb, J. Mainstreaming: Fulfilling the promise? American Journal of Mental Deficiency, 1981, 86, 115-126.

Graham, F. K., & Kendall, B. S. Memory-for-Designs Test. Missoula, Mont.: Psychological Test Specialists, 1960.

Greenbaum, A. Conducting effective parent conferences. Communique, 1982, 10(6), 4-5.

Gresham, F. M. Assessment of children's social skills. Journal of School Psychology, 1981, 19, 120-133.

Haring, N. G., White, O. R., Edgar, E. B., Affleck, J. Q., Hayden, A. H., Munson, R. G., & Bendersky, M. Examiner's manual for the Uniform Performance Assessment System. Columbus, OH: C. H. Merrill, 1981.

Hicks, M. R., Halscott, J. F., Fair, S. H., Hicks, S. K., Johansson, C. B., & Heinze, A. M. Manual for the Developmental Checklist. Minneapolis, MN: Interpretive Scoring Systems, 1979.

Ireton, H., & Thwing, E. Manual for the Minnesota Child Development Inventory (1974 ed.), Minneapolis, MN: Behavior Science Systems, 1974.

Jackson, N. E. Identification of gifted performance in young children. In W. C. Roedell, N. E. Jackson, & H. B. Robinson (Eds.), Gifted young children. New York: Teachers College Press, 1980.

Johnson, G. O., & Boyd, H. F. Examiner's Manual for the Nonverbal Test of Cognitive Skills. Columbus, OH.: C. E. Merrill, 1981.

Kazdin, A. E. Unobtrusive measures in behavioral assessment. Journal of Applied Behavior Analysis, 1979, 12. 713-724.

Kazdin, A. E., Matson, J. L., & Esveldt-Dawson, K. Social skill performance among normal and psychiatric inpatient children as a function of assessment conditions. Behavior Research and Therapy, 1981, 19, 145-152.

Kazimour, K. K., & Reschly, D. J. Investigation of the norms and concurrent validity for the Adaptive Behavior Inventory for Children (ABIC). American Journal of Mental Deficiency, 1981, 85, 512-520.

Kelly, G. R. A developmental model for learning disorders. Academic Therapy, 1978, 13, 553-562.

Kendall, P. C., & Norton-Ford, J. D. Clinical psychology: Scientific and professional dimensions. New York: John Wiley & Sons, 1982.

Krug, D. A., Arick, J. R., & Almond, P. J. Autism Screening Instrument for Educational Planning. Portland, Ore.: ASIEP Educational Company, 1980.

Ledingham, J. E. Developmental patterns of aggressive and withdrawn behavior in childhood: A possible method for identifying preschizophrenics. Journal of Abnormal Child Psychology, 1981, 9, 1-22.

Lobascher, M. E., Cavanagh, N. P. Patterns of intellectual change in the dementing school child. Child Care, Health & Development, 1980, 6, 225-265.

Lubinski, R. Environmental language intervention. In R. Chapey (Ed.), Language intervention strategies in adult aphasia. Baltimore: Williams & Wilkins, 1981.

Lucas, E. V. Semantic and pragmatic language disorders. Rockville, Md.: Aspen, 1980.

Lyon, R., Reitta, S., Watson, B., Porch, B., & Rhodes, J. Selected linguistic and perceptual abilities of empirically derived subgroups of learning disabled readers. Journal of School Psychology, 1981, 19, 152-166.

Mealor, D. J., & Richmond, B. O. Adaptive behavior: Teachers and parents disagree. Exceptional Children, 1980, 46, 386-389.

Moffitt, T. E., Gabrielli, W. F., Mednick, S. A., & Schulsinger, F. Socioeconomic status, IQ, and delinquency. Journal of Abnormal Psychology, 1981, 90, 152-156.

Newland, T. E. Blind Learning Aptitude Test. Champaign, IL.: University of Illinois Press, 1971.

O'Neill, A. M. ". . . On the other foot." Journal of School Psychology, 1981, 19, 71-72.

Piersel, W. C., & Kratochwill, T. R. Self-observation and behavior change: Applications to academic and adjustment problems through behavioral consultation. Journal of School Psychology, 1979, 17(2), 151-161.

Poteet, J. A. Informal assessment of written expression. Learning Disability Quarterly, 1980, 3, 88-98.

Ray, S. An adaptation of the Wechsler Intelligence Scales for Children—Revised for the deaf. Natchitoches, LA: Steven Ray, 1979.

Robinson, H. B. A case for radical acceleration: Programs of the Johns Hopkins University and the University of Washington. Paper presented at the meeting of the 1980 Symposium of the Study of Mathematically Precocious Youth, Baltimore, November 1980.

Roedell, W. C. Characteristics of gifted young children. In W. C. Roedell, N. E. Jackson, & H. B. Robinson (Eds.), Gifted young children. New York: Teachers College Press, 1980.

Roszkowski, M. J. Concurrent validity of the Adaptive Behavior Scale as assessed by the Vineland Social Maturity Scale. American Journal of Mental Deficiency, 1980, 85, 86-89.

Rudel, R. G. Residual effects of childhood reading disabilities. Bulletin of the Orton Society, 1981, 31, 89-102.

Sattler, J. M. Assessment of children's intelligence and special abilities (2nd ed.). Boston: Allyn and Bacon, 1982.

Sattler, J. M. Looking for correlates of minimal brain dysfunction. (Review of Minimal brain dysfunction: A prospective study by P. L. Nichols and T. Chen.) Contemporary Psychology, 1982, 27, 445-446.

Sattler, J. The psychologist in court: Personal reflections of one expert witness in the case of Larry P. School Psychology Review, 1982, 11, 306-318.

Sattler, J. M. Student's manual for Sattler's Assessment of Children's Intelligence and Special Abilities (2nd ed.). Boston: Allyn and Bacon, 1982.

Sattler, J. M., & Engelhardt, J. Sex differences on Purdue Pegboard norms for children. Journal of Clinical Child Psychology, 1982, 11, 72-73.

Sattler, J. M., & Gwynne, J. Ethnicity and Bender Visual Motor Gestalt Test performance. Journal of School Psychology, 1982, 20, 69-71.

Sattler, J. M., & Gwynne, J. White examiners generally do not impede the intelligence test performance of black children: To debunk a myth. Journal of Consulting and Clinical Psychology, 1982, 50, 196-208.

Sattler, J. M., & Squire, L. Scoring difficulty of the McCarthy Scales of Children's Abilities. School Psychology Review, 1982, 11, 83-88.

Silverman, M. Beyond the mainstream: The special needs of the chronic child patient. American Journal of Orthopsychiatry, 1979, 49, 62-68.

Spreat, S. The Adaptive Behavior Scale: A study of criterion validity. American Journal of Mental Deficiency, 1980, 85, 61-68.

Spreen, O., & Risser, A. Assessment of aphasia. In M. T. Sarno (Ed.), Acquired aphasia. New York: Academic Press, 1981.

State of Iowa, Department of Public Instruction. The identification of pupils with learning disabilities. Des Moines, Iowa: State of Iowa, Department of Public Instruction, 1981.

Stone, N., & Levin, H. S. Neuropsychological testing of developmentally delayed young children: Problems and progress. Journal of Learning Disabilities, 1979, 12, 271-274.

Wedding, D., & Gudeman, H. Implications of Computerized Axial Tomography for clinical neuropsychology. Professional Psychology, 1980, 11, 31-35.

Weiner, I. B. Child and adolescent psychopathology. New York: Wiley, 1982.

Woods, B. T. The restricted effects of right-hemisphere lesions after age one: Wechsler test data. Neuropsychologia, 1980, 18, 65-70.

Supplementary Reading List

Jerome M. Sattler

San Diego State University

Cummings, J. A. Interpreting functioning levels: Woodcock-Johnson Psycho-Educational Battery. Psychological Reports, 1982, 50, 1167-1171.

Marston, D. An analysis of subtest scatter on the tests of cognitive ability from the Woodcock-Johnson Psycho-educational Battery (Institute for Research on Learning Disabilities, Research Report No. 46). Unpublished manuscript, University of Minnesota, 1980.

McGue, M., Shinn, M., & Ysseldyke, J. Use of cluster scores on the Woodcock-Johnson Psycho-Educational Battery with learning disabled students. Learning Disability Quarterly, 1982, 5, 275-287.

Richman, L. C., & Lindgren, S. D. Patterns of intellectual ability in children with verbal deficits. Journal of Abnormal Child Psychology, 1980, 8, 65-81.

Richman, L. C., & Lindgren, S. D. Verbal mediation deficits: Relation to behavior and achievement in children. Journal of Abnormal Psychology, 1981, 90, 99-104.

Shinn, M., Algozzine, B., Marston, D., & Ysseldyke, J. A theoretical analysis of the performance of learning disabled students on the Woodcock-Johnson Psycho-educational Battery. Journal of Learning Disabilities, 1982, 15, 221-226.

Trites, R. L., Blouin, A. G. A., & Laprade, K. Factor analysis of the Conners Teacher Rating Scale based on a large normative sample. Journal of Consulting and Clinical Psychology, 1982, 50, 615-623.

Ysseldyke, J. E., Algozzine, B., & Shinn, M. Validity of the Woodcock-Johnson Psycho-Educational Battery for learning disabled youngsters. Learning Disability Quarterly, 1981, 4, 224-249.

Ysseldyke, J., Shinn, M., & Epps, S. A comparison of the WISC-R and the Woodcock-Johnson test of cognitive ability. Psychology in the Schools, 1981, 18, 15-19.

Sonwaru, J. P. Assessment of Basic Competencies. Bensenville, Ill.: Scholastic Testing Service, Inc., 1981.

"A MODEL PROGRAM FOR BRINGING SERIOUS BEHAVIOR DISORDERED CHILDREN UNDER CONTROL AT SCHOOL, AT HOME AND IN THE COMMUNITY"

Geoffrey Colvin, Ph.D.
Behavior Specialist
Natrona County School District #1
Pupil Services
970 North Glenn
Casper, Wy 82601
Tel. 237-9571 or 577-0246

Larry Sessions, M.S.
Principal, A.J. Woods School/WTC
Natrona County School District #1
500 South Walsh Drive
Casper, WY 82609
Tel. 238-8042

Mark Antrim, B.S.
Vocational Instructor
A.J. Woods School/WTC
Natrona County School District #1
500 South Walsh Drive
Casper, Wy 82609
Tel. 234-6720

Don Ordes
Parent at A.J. Woods School
Natrona County School District #1
500 South Walsh Drive
Casper, Wy 82609
Tel. 234-8042

Paper presented at the Wyoming Federation Council for Exceptional Children and Natrona County Association for Retarded Citizens Annual State Conference, Casper, Wyoming, March 17, 1983

INTRODUCTION

The delivery of services to handicapped children has seen remarkable growth since the inception of PL 94-142. However, one small group of students still cause serious problems for school administrators, teachers, specialists and parents. These handicapped students have severe behavior problems (violent aggression, tantrums, self-injury, running away, self-induced vomiting, eating nonedibles, smearing feces and refusal to eat. They are a threat to others, a threat to themselves, and remediation has generally been ineffective. Many school districts have been compelled to provide alternative placements for these students such as home based instruction, out of district placement or institutional placement. These placements, while often expensive, are generally not effective in changing the behavior so that the student can return home or move to a less restrictive environment. There is a great need, nation-wide, for a behavior technology that can be implemented within a school district that not only brings about behavior change but ensures that the behavior change is generalized and maintained at school, at home and in the community.

MODEL PROGRAM

The participants in this presentation are currently involved in a project to develop a model program for bringing these students under control at school, in the home and in the community. The project has three basic components:

1) Implementation of a behavior technology "Generalized Compliance Training: A direct instruction program for managing severe behavior problems" (Engelmann and Colvin in press).

2) Development of procedures to ensure effective communication and collaboration between personnel at school (principal, teacher(s) and behavior specialist) and the parents.

3) Implementation of the model with a handicapped student who has a long history of serious behavior problems (biting self and others, head banging and attacking others).

The procedural steps in the model are as follows: a) Documentation that the student's behavior is resistant to normal interventions. b) Accurate assessment of the student's behavioral patterns. c) Implementation of procedural safeguards. d) Implementation of compliance training to extinguish inappropriate behavior and to teach appropriate behavior. e) Generalization of behavior control across people (parents, teachers, support staff) across settings (different classrooms, cafeteria, gymnasium, bus, etc. and home settings) and across tasks (self-help skills, academic skills and vocational skills) and f) Development of appropriate instructional programs.

DOCUMENTATION OF THE SEVERITY OF THE STUDENT'S BEHAVIOR

It is important to establish that the student's behavior cannot be remediated through normal interventions either by: a) attention to the details of good instruction (content, schedule, pacing, motivation, etc.) and/or b) implementation of basic classroom management techniques (differential reinforcement, time-out, token economics, behavioral contracts, etc.).

The targeted student meets this requirement. He has a long history of serious behavior: smashing bus windows with his fist, biting himself and drawing blood, biting his teachers in different schools, hitting himself and banging his head on a wall causing hospitalization. He has had several school placements none of which were successful in controlling his behavior. His father took early retirement and kept the student at home with him on a home based placement.

The student had been at home for nine months prior to entering A.J. Woods School for evaluation and subsequent training.

ASSESSMENT OF THE STUDENT'S BEHAVIORAL PATTERNS

The assessment phase is designed to determine the range of inappropriate behaviors exhibited by the student, the contexts that prompt the inappropriate behaviors, the student's compliance level and skill level in various instructional areas. In addition an analysis was made between the baseline performance of the student in a home based instructional program and the performance level required for full integration in a school based program. The results of this assessment is presented in Table 1.

TABLE 1 ASSESSMENT OF BEHAVIOR PATTERNS IN BASELINE AND CORRESPONDING ANNUAL GOALS

Baseline Level (August 1982)	Annual Goal (June 1982)
1. Homebased instruction	1. Full day school program
2. Under control/supervision of one person (father)	2. Under control/supervision of any legitimate authority
3. Control by restraint	3. Control by voice
4. Rewards are mostly food	4. Rewards are mostly social (approval, praise)
5. Bites self in the context of: a) Resisting tasks b) Securing attention c) Expressing needs	5. Biting self is extinguished
6. Transportation is restricted to parents car with father driving	6. Uses appropriate school transport
7. Functions only in one on one situations	7. Functions in a group
8. Is prompt bound on many basic self-help skills	8. Is independent on basic self-help skills
9. Displays limited independent work skills	9. Works independently on a number of vocational tasks
10. Communicates basic needs inappropriately (biting/agitation/ noises)	10. Uses simple communication to express needs
11. Has a very restricted diet of high calorie and high sugar content	11. Has a balanced diet
12. Is quite overweight	12. Is a reasonable weight
13. Does not interact with peers	13. Interacts with peers

PROCEDURAL SAFEGUARDS

Because of the severity of the student's behavior and the potential risk of serious injury to the student and/or staff a number of procedural safeguards were instituted:

1. The parents were fully informed of the details of the procedures to consequate biting and aggression and to induce appropriate behavior.

2. Complete disclosure and consent from the school district for implementation and maintenance of the program were obtained.

3. The building principal and staff were fully informed and trained in the procedures.

4. Continued monitoring of the program with regular evaluation meetings were scheduled.

5. Commitment from all staff and parents to collaborate and make joint decisions that will be adhered to both at home and at school.

6. Contingencies were set up within the school so that any outbursts of serious behavior could be dealt with immediately.

IMPLEMENTATION OF THE GENERALIZED COMPLIANCE TRAINING PROGRAM

The Generalized Compliance Training program was then introduced. The details of the full program are presented in the training manual (Engelmann & Colvin, in press). Once the student has met criterion on the compliance set, biting and hitting were targeted as major noncompliances. The procedures for dealing with biting and hitting are presented in Table 2. At this point these behaviors have virtually been extinguished.

GENERALIZATION OF LEARNED BEHAVIORS

Since this student initially functioned in a highly restricted environment, careful programming has been necessary to generalize his skills. The basic approach has been to identify the components of a task or context where the student has been performing (baseline) and then identify the corresponding components of the targeted task or context. The strategy then is to show sameness across the two contexts. Two approaches are used to demonstrate this sameness: a) Introduce components of the targeted context into the training context and/or b) Introduce components of the training context into the targeted context. The details of these procedures are presented in the text (Engelmann and Colvin, in press).

DEVELOPING INSTRUCTIONAL PROGRAMS

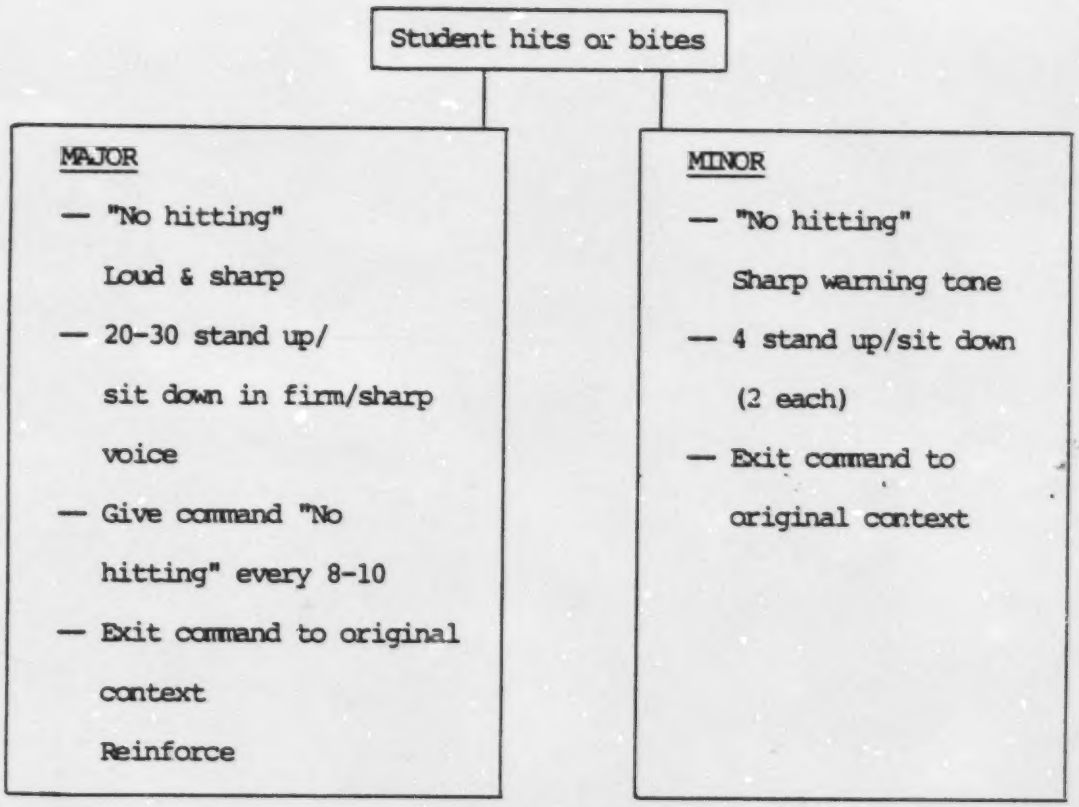
The major components in developing instructional programs were:

a) Provision for transition between the compliance training and instruction
b) Identification of range of skills (language, motor skills, discrimination ability)
c) Selection of appropriate content (emphasis in vocational, self-help and communication)
d) Design of programs to facilitate independent work
e) Introduction of group instruction
f) Facilitation of social interaction with peers

Table 2

Consequation Procedures

for Student's hitting/biting



Note:

1. Use voice only (prompt sharply only if he doesn't stand up or sit down.
2. If 2 minors occur close together treat 2nd as a major.
3. If hitting/biting occurs during consequation then raise voice for 2-3 stand up/sit downs and increase total by 10.
4. Give reminder of "No hitting" periodically after consequation in a positive tone.
5. If there is doubt between a minor or a major treat it as a minor.

SUMMARY

The present project was designed to field test a model program for changing a student's serious behavior problems at home, at school and in the community. Specifically a handicapped student with severe behavior problems had been on home based instruction with his parents. The model program was instituted to bring the student's severe behavior under control and to integrate the student into a full day program at A.J. Woods School. The two major components of the model are a behavior technology, Generalized Compliance Training and effective communication and collaboration procedures between the A.J. Wood Staff and the parents. At this point the student's serious behavior is virtually under control and he is in a full day instructional program.

REFERENCE

Engelmann, S. & Colvin, G.T.

Generalized Compliance Training: A Direct Instruction Program for Managing Severe Behavior Problems. Austin, Texas: PRO - Ed (in press)

G E N E R A L I Z E D C O M P L I A N C E T R A I N I N G :

A Direct Instruction Program for Managing Severe Behavior Problems

Geoffrey Colvin, Ph.D.
Behavior Specialist
Natrona County School District #1
Pupil Services
970 Glenn Rd.
Casper, WY 82601
Tel. 237-9571 or 577-0246

Larry Sessions, M.S.
Principal, Woods/W.T.C.
Natrona County School District #1
500 S. Walsh Drive
Casper, WY 82609
Tel. 234-8042

Beverly Mahaffey, B.S.
Special Education Teacher
Natrona County School District #1
A.J. Woods School
500 S. Walsh Drive
Casper, WY 82609
Tel. 234-8042

Paper presented at the Wyoming Federation Council for Exceptional Children and Natrona County Association for Retarded Citizens Annual State Conference, Casper, Wyoming, March 18, 1983

This paper is an overview of the procedures for generalized compliance training. The details of the procedures are presented in the training manual (Engelmann and Colvin, in press).

INTRODUCTION

Generalized Compliance Training is a direct instruction program designed for managing serious behavior problems. The program is not appropriate for students whose behavior problems can be remediated through: a) attention to the details of good instruction (content, schedule, pacing, motivation etc) and b) implementation of basic classroom management techniques. The procedures are designed for students whose serious behavior (noncompliance, spitting, aggression, running away, self-abuse, severe tantrums,etc) has been resistant to good instructional techniques and basic behavior management procedures.

PROCEDURAL SAFEGUARDS

Since the program may cause the learner some stress initially and may require hands on procedures, a number of procedural safeguards need to be in place before the program is implemented:

1. Parental or guardian consent based on complete understanding of what tasks and contingencies are scheduled for the learner must be obtained.

2. Complete disclosure and consent from the school district for implementation and maintenance of the program, especially subsequent placement of the student, must be obtained.

3. Independent confirmation by a school official of the learner's noncompliance assessment and documentation that "good teaching" techniques have been used and have failed with the learner, must be provided.

4. Continued monitoring of the program must be conducted by a school official (or agency officer), with the understanding that the program is to be discontinued if it does not change the learner's behavior relatively quickly.

5. The building principal and staff must be informed of the program (i.e., have a general perspective).

6. Commitment from teacher and parents to participate in the program and to make appropriate setting changes must be obtained.

7. If the learner does not show substantial improvement the first day, the program should be terminated immediately, for something is seriously wrong.

8. If the procedures are relatively new to the trainer a consultant should be readily available.

BASIC COMPONENTS OF THE PROGRAM: EXTINCTION AND GENERALIZATION

The details of the Generalized Compliance Training procedures are based on two learning processes: a) Extinction and b) Generalization.

The extinction process assumes that persistent behavior is learned. A child becomes noncompliant when he or she consistently experiences that certain resisting behavior such as aggression are effective in removing commands or tasks. Another child may learn that some inappropriate behaviors such as self-abuse or tantrumming are very effective in securing attention. In general the noncompliant behavior serves the learner by allowing the learner to control the environment. The first step in the procedures is to provide unambiguous demonstrations to the student that these behaviors will no longer be effective. The learner will be taught a new relationship that compliance leads to positive consequences and that noncompliance leads to negative consequences.

The second process underlying the procedures is generalization. The student needs to learn that the fundamental relationship (compliance has positive consequences and that noncompliance has negative consequences) applies to all legitimate contexts (persons, places, times and tasks). The procedural steps in teaching a generalization are:

a) Identify the full range of examples

b) Select examples that sample the range of variation (teaching set).

c) Use the sameness rule to sequence the teaching examples, "Juxtapose examples that are greatly different and treat each example the same way."

d) Precede difficult tasks with easy tasks (Juxtaposition prompting)

e) Test with untrained examples to identify errors of stipulation and/or misgeneralization.

GENERALIZED COMPLIANCE TRAINING PHASES

The generalized compliance training program consists of five phases. The key emphasis of the phases is summarized in Table 1.

Phase 1 is an assessment to determine both the nature and the severity of the learner's noncompliance. During this assessment the learner demonstrates (through behaviors) the types of problems that must be addressed by the compliance training.

Phase 2 is the initial-teaching phase. During this phase, the two basic sets of training tasks are introduced - the noncompliance set and the compliance set. Phase 2 teaches the learner the basic relationship between consequences that follow compliance and those that follow noncompliance. The noncompliance set is introduced first, followed by assessment of tasks that are considered for the compliance set, and by the establishment of the compliance set. Phase 2 expands the compliance set and establishes voice control over the learner so that the learner responds to a warning voice in the same way the learner responds to noncompliance consequences.

In phase 3 the noncompliance set is modified to permit responses to both major noncompliances and minor noncompliances.

TABLE 1. TRAINING PHASES FOR GENERALIZED COMPLIANCE

Phase	Assessment	Noncompliance set	Voice control	Compliance set	Target
1	Initial				
2	Complete	Establish	Establish	Establish	Extinguishing noncompliance and establishing compliance
3	↓	Use to consequate minor and major noncompliances	Use to prevent noncompliance	Expand	Promoting generalization of compliance
4	↓	↓	↓	Use for precorrection	Extinguishing obvious inappropriate behaviors
5	↓	↓	↓	Dejuxtapose tasks of compliance set Establish instructional sets	Extinguishing less-obvious inappropriate behaviors

In phase 4, the compliance set is used as precorrection before the learner engages in activities that prompt noncompliance. Phase 4 also uses the noncompliance set, the compliance set, and voice-control to change obvious inappropriate behaviors are not targeted before phase 4.

Phase 5 is the final training phase. During phase 5, the noncompliance set, the precorrection set, and the voice control are maintained and instructional sets are established. Also, the less obvious, inappropriate behaviors (such as inappropriate unsupervised play behavior) are targeted.

The sets that are established in the different phases of the training are cumulative. The later phases in the program simply modify and expand what had been presented in earlier phases. The cumulative feature of the program is designed to meet the ongoing need for maintenance and practice of skills taught earlier. A runner does not learn to run five miles and then stop running after achieving this goal. So long as the runner wishes to peform in running events, the runner must continue to train. So it is with noncompliance. The program should not be viewed as a quick intervention. Rather, it is an organic structure that changes as the learner changes. For some learners, however, phase 5 may have to be maintained for years - for as long as the learner is expected to perform in "training" situations.

In conclusion, Generalized Compliance Training is a precise technology that has been designed to remediate severe behavior problems. The procedures incorporate both direct instruction principles and behavioral principles. The program has been dramatically effective in controlling a broad range of persistent inappropriate behavior across all age groups and in settings that include public schools, homes, residential facilities, pre-schools and private facilities. Finally the procedures are very precise and must be closely followed if they are to work. We therefore recommend that only personnel trained in these procedures implement the program. A skilled teacher could implement the program given that consultation is readily available from a trained person.

REFERENCE

Engelmann, S.& Colvin, G.T.

Generalized Compliance Training: A direct instruction program for managing severe behavior problems.

Austin, Texas: Pro - Ed (in press).

PARENTS OF THE HANDICAPPED:

SCHOOL ADVERSARIES OR SCHOOL ADVOCATES

CONSTANCE DEMBROWSKY
Director of Special Education
Teton County School Dist #1
P.O. Box 568
Jackson, Wyoming 83001
(307) 733-3232

JIM WALES
Case Manager, Special Education
Teton County School Dist #1
P.O. Box 568
Jackson, Wyoming 83001
(307) 733-3232

PARENTS OF THE HANDICAPPED: SCHOOL ADVERSARIES OR SCHOOL ADVOCATES

When parents are involved in their children's educational programs, everyone wins. Improved academic performance, better student attitude and behavior, as well as greater cooperation and support between parents and school personnel are only a few of the positive effects.

Historically, the parents of special education students were not always encouraged by school districts to take an active part in the education of their children. As a result, parents often felt as though they are out of touch with what their children were doing in school and isolated and alienated from the school.

This was particularly true for parents of handicapped youth at the junior and senior high levels. When interactions did occur between parents of the handicapped and school personnel, they were often confrontive rather than supportive.

In recent years, this situation has changed somewhat as parents attend placement meetings where their children's performance is reviewed and progress goals set. This is partly because of the positive effects evident from parent involvement and partly because of the passage in 1975 of the Education of All Handicapped Children Act (Public Law 94-142).

However, if student growth is to be maximized, this type of parental involvement is not enough. Parents have a lot of information to share about their children which can help the teacher and others who work with the child in the school setting. Parents need up-to-date information on how their children are doing so they can encourage their efforts, support them, and reinforce their gains. When parents are involved in a more active way in the day-to-day educational activities of their children, a more open communication between the parents and school personnel results. This can help both the teacher and parent be more effective.

In order to increase the involvement of parents of the handicapped in their children's schools, a Parent Involvement and Education Program has been developed and implemented in the Teton County School District #1 in Jackson, Wyoming.

The major purpose of the Parent Involvement and Education Program is to get parents and school personnel to work together as partners, as members of a team. There are five specific areas of the program which all work to help establish this team.

1. FREQUENT CONTACT: The Parent Program is set up to meet once a week for 12 weeks. This frequent contact helps break down feelings of isolation that parents may have. In addition, it helps to build up trust and respect which are essential if a partnership is going to be formed.

2. INCREASE KNOWLEDGE: Short presentations, films, speakers, readings and discussions are used to present parents with specific information on handicaps, special education programs, test information and legal issues. This information gives parents a fuller understanding which enables their contributions to the team be more meaningful and helpful.

3. DEVELOP SKILLS: Specific skills are taught to help parents interact more effectively with their children. Parents learn about techniques to help them be more supportive of their student and his/her efforts. The skills parents learn give them options so they have additional ways of interacting with their children.

4. ENCOURAGE INVOLVEMENT: Situations are built into the program for parents to apply the skills they have learned to their interactions with their children. The majority of these take place at home, but some occur in the classroom itself.

5. PROVIDE SUPPORT: The group meetings are meant to provide a non-threatening atmosphere in which parents can share their concerns. The individual problems raised are addressed using a problem-solving model. In this way, parents are supported as they apply the skills they are learning.

The Parent Involvement and Education Program's weekly group meetings are usually held in the evening so working parents can attend. Each meeting lasts about two hours. The format of each meeting is the same and is made up of three parts:

1) Two-way Information Exchange;
2) Support Group; and
3) Skill Development.

TWO-WAY INFORMATION EXCHANGE: This part of each meeting gives parents the chance to ask questions and get any further information they may want or need. It is during this time that written reports highlighting things the student is doing well are exchanged between the parents and the teachers.

SUPPORT GROUP: This begins with a discussion of the reactions of parents to situations in which they applied the new skills they learned the previous week. At this time, parents talk about the good results that happened and bring up any concerns they have. The group members are encouraged to share their experiences, give suggestions and help others work throught any concerns or difficulties that are brought up.

SKILL DEVELOPMENT: New skills are presented to the parents by the leader along with a short written summary and additional references. The group discusses the topic of the evening and time is given for parents to practice the skill in a simulated situation. Each parent is asked to use the skill in their interactions with their child during the coming week.

The topics presented in the program cover a wide range. The first lesson focuses on recognizing each child's unique worth and his/her efforts and accomplishments. The next lesson discusses the self-fulfilling nature of one's expectations. The program on learning handicaps explains what they are and how they effect the student's ability to learn.

After the lesson on the legal rights and responsibilities of parents of the handicapped, an individual conference is held with each parent. During this meeting, the child's specific strengths and weaknesses are discussed, and the contents of the student's confidential file are reviewed with the parents.

A visit to the student's classroom takes place during the next lesson. Parents not only review what the child is doing, but they actually participate in some of the activities.

Working with the student to help him develop self-control and self-responsibility is the focus of the next two lessons. Parents are taught a specific problem-solving model and how to use it with their child. After a discussion of the need for limits and structure, parents learn alternative ways to develop and use limits with adolescents. The final lesson focuses on the importance of fun and joy in the lives of not only the children, but the parents themselves.

An example from the lesson on recognizing each child's unique worth, efforts and accomplishments show how parents apply the skills they learn. At the conclusion of the lesson, each parent makes a tape recording for their child. The parent makes five or six statements about the child's worth and importance such as: "You are a fine person"; "John, you are a hard worker"; "I love you". This tape is then used with each student at the end of his lesson on recognizing a person's worth and value. Each student is given his tape, a tape recorder and headphones because the experience is a very personal one. The tapes are usually less than a minute long, but ten to fifteen minutes must be allowed for the activity, since the students play the tapes over and over and over. After some initial embarrassment among the students as they glance around the room to see what their friends might think, a tremendous change occurs. The students begin to listen to their tapes and a wonderfully contented expression comes over their faces. A joyful peace settles over the room as students listen to statements such as these made by Greg's mother:

> "I want to tell you what I think of you. I want to tell you that I am so happy and proud you are my son. I love you, Greg but you know that because you hear it often. But, I also like you, Greg, as a person, and not just because you are my son. You are a hard worker, you accept responsibility, and you are a fun, loving, kind person and not a complainer...You are a good friend to me and having you for a son gives me pleasure every day."

At the end of the 12-week Parent program, parents are asked to evaluate the program's effectiveness and whether it had been a worthwhile experience for them. Parental response has been overwhelmingly positive. A typical response is:

> "Life is much less frustrating for both my child and I since we have a better understanding of his learning problems".

The program described in this article was written by Dr. Sherry Brown of Houston, Texas, and Constance Dembrowsky of Jackson, Wyoming. For further information on this program or other aspects of parental involvement, write or call: Constance Dembrowsky, Director of Special Education, Teton County School District No. 1, P.O. Box 568, Jackson, Wyoming 83001. Telephone 307-733-3232.

A SOCIAL/BEHAVIORAL CURRICULUM FOR HANDICAPPED ADOLESCENTS

CONSTANCE DEMBROWSKY
Director of Special Education
Teton County School Dist #1
P.O. Box 568
Jackson, Wyoming 83001
(307) 733-3232

A SOCIAL/BEHAVIORAL CURRICULUM FOR HANDICAPPED ADOLESCENTS

This structured curriculum helps handicapped students at the junior and senior high levels develop realistic, strong, positive self-images. Two versions of the curriculum are available, one designed for the Learning Disabled and the other for the Emotionally Disturbed. The curriculum provides a method for helping students who believe themselves to be "losers" develop a new view of themselves as "winners". The student's positive self-concept will be manifested by his/her demonstration of competency in these skill areas:

COMMUNICATION	the ability to convey and understand verbal and non-verbal thoughts, feelings, and information accurately;
ASSERTIVENESS	the ability to use appropriate positive verbal and non-verbal means to convey information, ask questions, state needs and articulate opinions;
SELF-RESPONSIBILITY	the ability to take ownership of one's statements and actions demonstrating internal rather than external control; and
PROBLEM SOLVING	the ability to apply a problem-solving model in one's daily life to gain positive, constructive solutions to problems.

This curriculum includes a structured parent program which provides a series of evening workshops for the parents of students in the program. The parent component will:

- involve the parents as active members of the student's educational team:
- facilitate effective interaction between parent and child by helping parents develop the same affective skills that their adolescent is learning; and
- provide a supportive environment for parents

A two and one-half day inservice program is available to train principals, teachers, counselors and others in the Affective Curriculum.

DAY 1 (full day) STUDENT PROGRAM	DAY 2 (full day) STUDENT PROGRAM	DAY 3 (half day) PARENT PROGRAM
Overview of Affective Problems	Lesson Structure	Overview of Program
Curriculum Content	Growth Goals Inventory	Program Content
Curriculum Format	Action Plans	Program Format
Teacher Skills	Simulations	Stimulations
Evaluation of Day	Evaluation of Day	Evaluation of Day

For information contact: Constance H. Dembrowsky, Director of Special Education, Teton County School District No. 1, P.O. Box 568, Jackson, WY 83001 307-733-3232

DEMONSTRATION OF A SCHOOL-COMMUNITY VOCATIONAL TRAINING PROGRAM FOR HANDICAPPED HIGH SCHOOL STUDENTS, UTILIZING MICRO-COMPUTER TECHNOLOGY

DON MACK
Special Education Department Chairman
Laramie Senior High School
1275 No. 11th Street
Laramie, Wyoming 82070
(307) 745-7391 Ext. 22

DEMONSTRATION OF A SCHOOL-COMMUNITY VOCATIONAL TRAINING PROGRAM FOR HANDICAPPED HIGH SCHOOL STUDENTS, UTILIZING MICRO-COMPUTER TECHNOLOGY

The 1980's have quickly become noted as an era of federal budget cuts. business slow down and high unemployment. The handicapped have been adversely affected by these events.

Providing effective vocational preparation for the handicapped through a public high school setting has become essential. Routinely, handicapped students who complete high school lack the skills and training necessary to obtain gainful employment and live independently. Traditional vocational programs generally fail to effectively program for severly handicapped students.

The School-Community Training Program was designed specifically to meet the unique vocational training needs of handicapped high school students. The goal of the program is to adequately prepare each student to obtain full time employment based upon their abilities and interests. This program was developed and implemented through the support of an ESEA Title IV-C Grant.

Identified handicapped high school students are referred to the program by the Child Study Committee and progress through the continuum of pre-vocational skill development, career explorations, and vocational preparation. Record maintenance, curricular programming, and instructional activities are all micro-computer based.

I. Student Eligibility/Placement
   - A. Referral by Child Study Committee
   - B. Planning with Student and Parents
   - C. Junior High Communication and Linkage
   - D. Program and Schedule Developed

II. Pre-Vocational Skill Development
   - A. Curriculum
     1. You and Work
     2. Finding Jobs
     3. Job Preparation
     4. Employer/Supervisor Relations
     5. Fellow Employee Relations
     6. Employee Rights and Responsibilities
     7. Planning Your Future
     8. Occupational Information

   - B. Counseling and Assessment
     1. Vocational Interest Inventories
     2. Vocational Aptitude Assessment
     3. Individual Vocational Counseling

III. Career Exploration in the Community
   - A. Based Upon Counseling and Assessment Data
   - B. Duration: 2-4 Weeks

BEST COPY AVAILABLE

C. Exploration Guide
D. Evaluation of Site Selection and Exploration
E. Further Explorations Arranged or Training Site Established

IV. Vocational Preparaton in the Community
A. Site Selection Based upon Exploration Data
B. Comprehensive Individualized Training Plan Developed by Supervisor and Program Director
C. Students are Paid for Training through CETA/Local Education Agency Project, Vocational Rehabilitation or the Employer
D. On-Going Evaluation and Modification of Training Plan
E. Job Placement upon High School Graduation

V. Follow-Up
A. Records Maintained after Graduation.
B. Assistance Provided Graduates, Upon Request
C. Referral to Vocational Rehabilitation or Job Service

VI. Micro-Computer Applications
A. Student Record Maintenance
1. Relevant Data Confidentially Maintained yet Readily Accessible
2. Planning and Programming Goals and Objectives Available
B. Curriculum Development
1. Curriculum Systemitized and Standardized for Immediate, Appropriate Selection of Material Based on Content, Readability/Comprehension Level, Instructional Mode
2. Interactive System Facilitates Appropriate Goal and Objective Development
3. Precision Teaching Assured Based Upon Student Strengths and Weaknesses
C. Community Resource File
1. Immediate Access to Both Students and Staff of Community Exploration and Training Site Informatio
2. Resource Speakers' File

D. Instruction
1. Vocational Preparation
a. Resumes Written, Maintained
b. Money Management Skills
c. Job Readiness Skills
d. Computer Literacy
2. Vocational Simulation
a. Free Enterprise System
b. Marketing and Management

Unique Attributes of the Program

1. Student has an individualized vocational training program based upon abilities, interests, needs, and the job market.

2. Students' training programs combine the training resources of the community with the special educational services of the school district with parental involvement.

BEST COPY AVAILABLE

3. Job Service (CETA) and the Department of Vocational Rehabilitation provide effective support for those students who meet their eligibility guideline while in school and after graduation.

4. The student receives credit toward graduation for the time spent on the training site. Students are paid by CETA, Vocational Rehabilitation, or their employer.

5. An Apple II micro-computer with specially adapted programs, has been effectively incorporated into the program for the purpose of assisting in curriculum management, developing individualized student training plans, and in assessing and utilizing community resources. The computer has proven itself to be an effective tool for student use in writing resumes, money management exercises, simulations of business operations and other unique pre-vocational skill development opportunities.

BEST COPY AVAILABLE

COMPUTER NETWORKING WITH COMMERCIALLY PREPARED SOFTWARE

MARILYN R. WHITE, PH.D.
Coordinator of Special Services
Johnson County Schools #1
58 North Adams
Buffalo, Wyoming 82834
(307) 684-2284

DAVE RIEGER
Educational Resource Specialist
Johnson County Schools #1
58 North Adams
Buffalo, Wyoming 82834
(307) 684-5394

TITLE

COMPUTER NETWORKING WITH COMMERICIALLY PREPARED SOFTWARE

ABSTRACT

This demonstration/presentation will follow the steps that were taken to set-up the necessary hardware/software to facilitate a research study. It investigates the effectiveness of CAI (Computer Assisted Instruction) in the education of handicapped children (mild to moderate LD, ED, and MR) and Chapter I students - Grades 1 to 5 in math skills via microcomputers. The presentation will be augmented by handout sheets about the project, overhead transparencies highlighting certain aspects of the project, and slides of the actual project site showing children and teachers at work on our system.

OUTLINE

I. INCEPTION OF THE PROJECT

This project was developed as a means of gathering data on the academic progress of mild to moderate (LD, ED, and MR) and Chapter I, first to fifth grade children on math skills via computer assisted instruction using commercially prepared microcomputer software. Since the beginning of the microcomputer "revolution" several years ago, the quality and quanity of commercial programs has grown so that the findings of a project of this nature could prove positive. A review of the literature revealed encouraging results when computer assisted instruction was applied as a delivery system with limited handicapped populations. However, due to other dynamics involved -- parental/community reaction, teacher attitude toward use of this technology -- it was felt advantageous to gather local information.

II. PLANNING & DEVELOPMENT

The project was proposed and funded through a Title IV-C, ESEA Grant for innovative practices in education. Since the application of a networking system to education is comparatively new to Wyoming schools, it was necessary to do quite a bit of investigation which included the availability of the necessary hardware. A district wide needs assessment was conducted which investigated parental and staff attitudes.

Meadowlark Elementary, Buffalo, Wyoming was chosen as a site for the project for several reasons. Teachers and administration were eager to become more knowledgeable in the area of computer assisted instruction.

For experimental purposes there are an adequate number of identified handicapped and Chapter I students, grades 1 through 5, enrolled at Meadowlark. The construction of the building allowed easy installation of the hard disk system which is essential for networking. Apple II Plus Microcomputers were chosen because of high usage in Wyoming schools and because of the large number of educational programs available for the Apple.

Software selection was an important part of planning. Teachers identified a bank of math skills to be taught. Software was evaluated, coded to the skills and catalogued for easy access by teachers and students.

III. INSTALLATION & PREPARATION

The hardware of the system was installed at the Meadowlark School, Buffalo, Wyoming. Since the requirements of the Corvus Omninet are very limited, the system is quite flexible and allows for expansion in the future.

Teacher preparation for educators who were to be using the microcomputers included training on how to use the Omninet System and familiarization with the software. All of these teachers had introductory work on the Apple II Plus.

IV. RESEARCH

Two types of data will be collected for research purposes. Objective data based on KeyMath and Stanford Diagnostic Math Test scores will be collected on handicapped and Chapter I students grades 1 to 5 from the Meadowlark School (experimental) and the Clear Creek School (control). These scores will be obtained at three data collection times throughout the study. Attitudinal data based on a locally devised questionaire and the Mathematics Attitude Scale will be collected on handicapped and Chapter I students, parents and teachers of these students at both the Meadowlark and Clear Creek Schools. The basic research design will be a counter-balanced approach with subject-as-own-control.

V. FUTURE OF THE PROJECT

The use of a "Disk Sharing System", such as the Corvus Omninet, has great implications for greater flexibility in microcomputer usage, especially with the large menu selection available. This project will allow the Meadowlark School to expand its microcomputer usage with relative economy to serve more students, both handicapped and non-handicapped.

METACOGNITION: A PRACTICAL APPROACH

ALAN S. SHEINKER, EDd
Educational Diagnostician
Sweetwater County School District #1
225 Tyler
Rock Springs, Wyoming 82901
(307) 382-7112

JAN M. SHEINKER, MEd
Educational Diagnostician
Sweetwater County School District #1
225 Tyler
Rock Springs, Wyoming 82901
(307) 382-7112

METACOGNITION A PRACTICAL APPROACH

Jan Sheinker, M.Ed. Alan Sheinker, Ed.D.

Metacognition has been defined as "knowledge and cognition about cognitive phenomena" (Flavell, 1979, p. 906). Meichenbaum (1980) notes the difference between cognition and metacognition. While cognition refers to the actual ongoing processes and strategies a person uses, e.g., memory processes to remember something, metacognition refers both to what a person knows about his or her cognitions and to the ability to control these cognitions.

Consider the following example from Flavell (1979) distinguishing between metacognitive and cognitive strategies and/or experiences.

> You sense that you do not yet know a certain chapter in your text well enough to pass tomorrow's exam (metacognitive experience), so you read through it once more (cognitive strategy...)...You wonder if you understand the chapter well enough to pass tomorrow's exam (metacognitive experience), so you try to find out by asking yourself questions about it and noting how well you are able to answer them (metacognitive strategy...). Cognitive strategies are invoked to make cognitive progress, metacognitive strategies to monitor it (pp. 908-909).

Flavell goes on to say

> Skimming a set of directions to get a rough idea of how hard they are going to be to follow or remember is a metacognitive strategy. Another is to paraphrase aloud what someone has just told you to see if she will agree that is, in fact, just what she meant. A third is to add a column of figures a second time to ensure that your total is accurate (1979, p. 909).

Metacognitive processes include (1) analyzing and characterizing the problem; (2) reflecting upon what one does or does not know that may be necessary for a solution; (3) devising a plan for attacking the problem; and (4) checking or monitoring progress (Brown, 1978).

The essence of study strategies utilization is active learning. The student is no longer the passive recipient of facts and details. S/he is the director of his/her own learning. S/he determines what is important to know, how it relates to what s/he already knows, and its significance in relation to other facts.

This active learning is what possessing study strategies is, in essence, all about. The concept of metacognition is particularly relevant here. In note taking, for example, students may merely copy a text, processing it only at a superficial level, or they may paraphrase, elaborate on the text, arrange notes to illustrate text relationships, or otherwise take notes that require deeper processing (Armbruster & Anderson, 1981). Students using note taking procedures calling for deeper processing have scored higher on free recall tasks and constructed response test items (Armbruster & Anderson, 1981). Similar differences in effort can occur when summarizing, outlining, and skimming to find answers to questions concerning text.

Study skills training can be achieved, then, by instruction that remains external and directive in nature. Perhaps herein lies the one weakness of direct instruction. For, effective as it is in conveying skills, it remains only half of the learning process. At some point, the learner must become responsible for his/her own lerarning. That responsibility cannot be assumed in the absence of matcognition, i.e. self-management, self-regulation, executive function, etc. (Brown & Palincsar, 1982; Hall, 1982; Paris & Myers, 1981). The many attempts to reduce instruction concerning study strategies to skills must inevitably fail without the metacognitive element. Perhaps this explains why so many study courses have been abandoned in despair by school districts and universities. Study strategies may indeed by the ultimate learning event , the final critical link between content material and content learning.

In a review of recent successful reading comprehension programs, Pearson (1982) endorses the finding that "...explicit training in strategies for accomplishing a task coupled with routines to oversee the successful application of those strategies is clearly the best approach" (Day, 1980, p. 15). Further, Pearson concludes that what is needed are "explicit attempts to help students develop independent strategies for coping with the kinds of comprehension problems they are asked to solve in their lives in schools" (1982, p. 22).

Meichenbaum (1983) suggests several guidelines for the development of curricula to teach thinking skills. Those guidelines are reviewed here, along with brief descriptions of how the instructional program Study Strategies: A Metacognitive Approach conforms to them.

Analyze target behaviors. The strategies--skimming, summarizing, note taking and outlining--are structured approaches to identifying, discriminating, condensing, organizing and prioritizing information from texts. They are essential to effective and efficient manipulation of textbook materials for study, and for that reason have been selected for inclusion in this program.

Listen for existing strategies and performance inhibiting thoughts. This program satisfies this requirement in two ways. First, by collecting baseline data before providing instruction in each strategy, some measure of existing strategies is provided. In

addition, a brainstorming procedure is utilized in all of the strategies except skimming. This affords the teacher an opportunity to monitor the evolving strategies of each student as s/he contributes to the brainstorming. It also permits the teacher to observe whether faulty thinking may be impeding a particular student's progress in acquiring the strategies.

Select training tasks carefully. The training tasks presented in this program are the result of repeated trials, revisions, and retrials with students. The objective was to provide an explicit set of tasks which would, in the most efficient manner possible, convey effective strategies to students, facilitate generalization to a broad range of content materials, and insure that students would internalize the strategies as their own.

Collaborate with the student in the development of the training. Although the skeleton or framework for executing the strategies is provided, the process remains inherently student oriented. The brainstorming, use of outloud thinking, sharing of self questioning by the teacher, and search for the student's own thinking process allows the student to take control of the training experience. By stressing nonjudgmental acceptance of student input and stimulation of the student's own evaluative skills, the program shifts the learning process from the usual teacher directed process to a student directed process. The emphasis upon active learning by the student makes collaboration with the student more than just desirable; it is essential.

Train metacognitive skills. The step by step procedures for each strategy, although vital to strategy acquisition, are not enough. The student must understand how, why and when to use the strategies. For this reason, the program includes a comprehensive description of how the teacher should demonstrate use of the strategy with textbook material and a detailed explanation to be provided to students concerning the purpose and rationale for each step. As the student practices the steps and discusses reasons for each of them, s/he learns not only why each step is necessary and logical; s/he also learns, as a natural consequence of its logical application, when the strategy fits the situation or material. Such an approach is critical in order for students to internalize the strategies as their own and utilize them as active, self-governing learners.

In addition, the teacher is provided with a method for sharing his/her own metacognitive process through an "outloud thinking" procedure. The teacher shares his/her own process of response selection, elimination, rechecking, and self monitoring by thinking outloud with the students and encouraging them to share their evaluation processes as well.

Insure that the child receives feedback about the usefulness of training. Self monitoring and teacher monitoring are facilitated

through ongoing charting of accuracy and speed in executing each practice of a strategy. Through the brainstorming and refinement process, students have ongoing, visible evidence of the effects of training on their ability to identify key information with increasing accuracy and efficiency. In successive practices, students find that they are able to produce a finished product in less time and with less effort. Thus, feedback occurs continuously during the lesson and at the conclusion of each practice. In addition, reduced study time requirements and higher grades provide clear evidence of the usefulness of the strategies.

Make the need and means for generalization explicit to the students. The strategies in this program are designed not to be content specific but rather usable with any content textbook. Ideally, the strategies could be taught simultaneously in several content classes. This would clearly demonstrate to the students that the strategies can be used in any textbook. However, this is not required in order for generalization to occur. The teacher explains why each step is necessary both specifically in terms of the material being used and, in general, in terms of how textbooks are constructed, as well as how that construction can be used to discriminate important from unimportant information.

When this program is used in the resource room, a lesson plan is provided to expedite generalization. In the Student Practices, resource students are instructed in the use of the strategies in their content textbooks. This insures that the students recognize the applicability of the strategy to other classes and creates a means of generalizing them.

Train in multiple settings with multiple trainers and multiple tasks. As stated above, this program is structured so that it can be used with any one or several content textbooks. It may be used by content teachers in science, social studies, health, government, economics or vocational texts. This clearly provides an opportunity to expose students to these strategies in a variety of courses with several teachers and several different texts.

Anticipate and subsume failures into the training program. Because content teachers may teach the strategies, they will be alert to students' continued use of the strategies and able to re-emphasize the importance of using them. Whether taught in the content classroom or the resource room, periodic reviews are suggested. But the most effective protection against failures during the training program is the chart. The chart identifies for the teacher which students are having difficulty and require more explicit instruction. The teacher is able to use the chart to anticipate and prevent failure.

Make the termination of training performance based. Although a general timeline is provided for data gathering, orientation, and practice, this in not a time limit. The chart is used to determine

when mastery is reached. The teacher decides what constitutes an accurate, efficient production of the strategy. Only when the student has mastered the strategy to the desired speed and accuracy and is able to maintain that performance does supervised practice cease. When the strategies are taught in the content classroom, opportunities for maintenance are continuous. When taught in the resource room, arbitrarily timed reviews may be necessary.

As noted earlier, Study Strategies: A Metacognitive Approach incorporates components that researchers and theoreticians consider necessary for successful instruction. In practical terms, these components have been built into a sequence of lessons which provide motivation for learning the strategies, orientation to use of the strategies, and practice.

The Motivation/Data Gathering lesson serves two purposes. First, it informs the teacher as to the skills the student brings to the learning situation. Second, it provides the student with an accurate picture of the skill level with which s/he begins training and points out the need to acquire or refine the use of strategies.

The Orientation Lesson provides a carefully structured, specific means of presenting, demonstrating and explaining the procedures used in executing each strategy. This lesson is the heart of the program. It is hands on both for teacher and student, and begins the collaborative relationship that will be continued throughout the practice sessions.

Finally, practice is an essential part of any successful learning. Because the student is learning these strategies while working in his/her content material, acquisition of content information should occur with increasing efficiency. Repetition of the demonstration, explanation and procedural aspects of the strategy are necessary on a daily basis for internalization to be insured.

For those teachers who utilize the program in a special education setting, a study course, or an English course, Student Practices are provided to insure generalization to the full gamut of content materials. Even in a class of twenty-five to thirty students, these lessons can be easily and practically organized by dividing the group into two or three smaller groups. Students in the same grade in junior high and high school normally have the same content classes so that it is likely that no more than two or three groups will be needed. Because students have already had substantial experience with the strategies during Orientation and Class Practice Lessons, the teacher acts only as monitor and coordinator. Collaboration is also an effective way to facilitate the students' use of self monitoring skills and minimize dependence upon teacher direction.

REFERENCES

Armbruster, B.B., & Anderson, T.H. Research synthesis on study

skills. Educational Leadership , 1981, 39 , 154-156.

Brown, A.L. Knowing when, where and how to remember: A problem of metacognition. I.R. Glaser (Ed.), Advances in instructional psychology (Vol. 1). Hillside, N.J.: Erlbaum, 1978.

Brown, A.L., & Palincsar, A.S. Inducing strategies learning from texts by means of informed, self-control training. Topics in Learning & Learning Disabilities , 1982, 2 (2), 1-17.

Day, J.D. Training summarization skills: A comparison of teaching methods . Unpublished doctoral dissertation, University of Illinois, 1980.

Hall, R.J. Cognitive behavior modification and information-processing skills of exceptional children. Exceptional Education Quarterly 1980, 1 (1), 9-15.

Meichenbaum, D. Cognitive behavior modification with exceptional children: A promise yet unfulfilled. Exceptional Education Quarterly , 1980, 1 (1), 83-86.

Meichenbaum, D. Teaching Thinking: A cognitive-behavioral approach. Interdisciplinary voices in learning disabilities and remedial education . Austin, Tx: Pro-Ed, 1983.

Paris. S.G. & Meyers, M.II. Comprehension monitoring, memory, and study strategies of good and poor readers. Journal of Reading Behavior , 1981, 13 , 6-22.

Pearson, P.D. A context for instructional research on reading comprehension . (Tech. Rep. No. 230). Urbana-Champagne, Illinois:
University of Illinois, 1982.

*For more information about Study Strategies: A Metacognitive Approach , contact White Mountain Publishing Company, Inc., P.O. Box 1072, Rock Springs, Wyoming, 82902-1072.

WYOMING ADVOCATES FOR HUMAN INTERACTION

(Casper troupe)
Elona Anderson
Barbara Humphreys
Jack Vernon
Darlene Detterman
Len Edgerly
Judy High

Mercer House
425 CY Avenue
Casper, Wyoming 82601
265-7366

Wyoming Advocates for Human Interaction
Fact Sheet

The Wyoming Advocates for Human Interaction is a group of professionals who utilize a tool called psycho-social drama to deal with many personal and community issues which confront our society today. Psycho-social drama employs a combination of drama, satire, music, graphic art, and movement to depict everyday situations that affect a person's mental health in both an informative and entertaining way. Past experience with the psycho-social drama technique has demonstrated that people experience insight about their attitudes and behavior when they participate as an audience.

Subjects used in psycho-social dramas are widely varied and can be "tailor-made" to fit the audience and sponsor's needs. Subject areas include:

Community Awareness/Developmentally Disabled, Mental Retardation
Substance Abuse Education
Family Communications
Battered Women
Desegregation
Aftercare
Male/Female Roles
Values and Clarifications
Deinstitutionalization Issues

Psycho-social drama was developed by Jim Million (Columbus, Ohio) in November, 1975. From his experience as a nurse in emergency room settings and running a community crisis center, he became convinced that what was needed was to create a learning experience about mental health. Jim created a program that could generate interest and create problems faced by members of the community using his background of drama, music and psychology. The psycho-social drama program is the recipient of a national commendation awarded June 1, 1978, through Horizon House Institute in Philadelphia, Pennsylvania. The award was presented for "exemplary work in bringing mental health issues to the American public".

"ISSUES IN ADULT DEVELOPMENTAL DISABILITIES"

JEANNE A. KAWCAK, EXECUTIVE DIRECTOR
Developmental Disabilities Protection & Advocacy System, Inc.
508 Hynds Building
Cheyenne, Wyoming 82001
(307) 632-3496

STEVE ZIMMERMAN, PROGRAM MANAGER
Office of Developmental Disabilities
Division of Community Programs
State of Wyoming
Cheyenne, Wyoming 82002

DARRYL COOPER, EXECUTIVE DIRECTOR
ARK Industries
Laramie, Wyoming 82070

PANEL DISCUSSION

"Issues in Adult Developmental Disabilities"

Issues affecting adult developmental disabilities will be discussed during a panel discussion at the ARC/CEC convention. The panel will be composed by Steve Zimmerman, program manager for the Office on Developmental Disabilities within the Division of Community Programs; Jeanne Kawcak, executive director for the Wyoming Developmental Disabilities Protection and Advocacy System, Inc.; and Darryl Cooper, executive director for ARK Industries, an adult developmental center in Laramie. Neil Carroll, ARC of Wyoming executive director, will serve as moderator.

A major issue to be addressed by the panel includes the need for a pilot treatment unit for the developmentally disabled/emotionally disturbed person. According to a task force study commissioned by the Governor for the Board of Charities and Reform in 1981, 249 individuals were identified as either being without appropriate services or currently being marginally served. Because of their special needs, developmentally disabled individuals identified as mildly retarded and who exhibit emotional or behavioral problems need additional resources and/or treatment to assure appropriate services.

There are instances at the Wyoming State Training School where individuals must remain there simply because local community programs are unable to cope with the behavioral problems exhibited by these individuals. In other identified cases, clients in community programs who exhibit or develop emotional/behavioral problems are sent from one agency or program to another because the local community program does not have the staff or facilities to alleviate the problem. Ultimately, the client is returned to the Training School where the cycle is repeated following intervention by

the Training School staff. In the worst of examples, the client is terminated from a local community program without any options for continued services.

The panel will explore this issue as to how it relates to each panel member's unique perspective in the field of developmental disabilities.

Another subject which may be explored by the panel, if time permits, is the use of vocational services for students in the final years of their formal education. In some areas of the state, there is no provision of service for 16 - 20 year olds when they are not in school. In some cases, individual schools provide academic training but not vocational. The problem stems from the fact that vocational training is not provided universally throughout the state.

FOSSEN'S ATTITUDE ADJUSTMENT HOUR

CHAD FOSSEN
Executive Director
Wyoming Governor's Committee
for Employment of the Handicapped
Room 321 Hathaway Bldg
Cheyenne, Wyoming 82002
(307) 777-7191

"Fossen's Attitude Adjustment Hour" consists of a 22 minute Academy Award winning film, entitled "A Different Approach". Mr. Fossen follows the film with a discussion on the abilities rather than the disabilities of people with handicaps, including the several major advantages of hiring qualified handicapped individuals. Fossen also discusses the development of a "barrier-free" environment to allow people with disabilities access to all places that the able-bodied have access to in order to allow the handicapped to be an integral part of our community. Several handouts will be available covering such subjects as "Wheeling to Fire Safety," fire emergency procedures for paralyzed and other handicapped people; "Open House", information on how to prepare a successful home environment for the wheelchair user; and "For Those Who Serve the Public Face to Face", a brochure telling how to deal with people with various handicaps when you meet with them.

PREPARATION OF THE STUDENT FOR EMPLOYMENT

JOAN L. ADRAGNA
Equal Employment
Opportunity Officer
Bureau of Land Management
P.O. Box 1828
Cheyenne, WY 82001
Commercial telephone (307) 772-2051

JANET M. SHERMAN
Work Study Liaison
Handicapped Program
School District No. 1
2810 House Avenue
Cheyenne, WY 82001
(307) 632-0591 Ext. 146

PREPARATION OF THE STUDENT FOR EMPLOYMENT

Joan Adragna and Janet Sherman have been coordinating efforts to place high school students in the Bureau of Land Management office in Cheyenne under the Volunteer Program. The students work 2 hours per day in learning office procedures, telephone techniques, printing equipment and various other skills. This program provides the students with qualifying work experience, high school credits and references for future jobs.

The video tape will show the three students currently in the program and also show two permanent Bureau employees with handicaps and the reasonable accommodations made by the Bureau for these employees.

Ms. Adragna will then discuss the process for applying for employment with the Federal government and the special procedures for severely disabled handicapped applicants. She will also discuss the Federal Equal Opportunity Program and Affirmative Action for the Handicapped Applicant.

Other such training sites used for handicapped students in Cheyenne will be described by Janet Sherman. Slides of students involved in gaining various experiences as intern/volunteers will be shown. A sequence of work study experiences from short career explorations to more in-depth training is developed around the individual vocational needs and interests of recommended students from Cheyenne's three high schools.

Program Objectives:

1. To assist the students' career development by providing a smooth transition from school to work.
2. To provide vocational information to assist students with their occupational goal.
3. To assist students in understanding the relationship between formal education and job success.
4. To help students develop an appreciation of the importance of desirable work habits and personality traits.
5. To show the reality of work by having the student participate in the work environment.

Certain legal problems such as liability, insurance, transportation, minimum wage waivers, and requirements of PL 94-142 will be addressed.

For additional information on any part of this program contact:

AN INTRODUCTION TO THE TRANSACTIONAL APPROACH TO EARLY LANGUAGE TRAINING

CONNIE HILTON
Special Educator
Lincoln-Unita Child Development Assoc./Kemmerer
Child Development Ctr.
P.O. Box 231
Kemmerer, Wyoming 83101
(307) 877-6984

An Introduction to the

Transactional Approach to Early Language Training

Presented by: Connie Hilton

The transactional approach to early language training is a method of teaching early communication skills developed by Dr. James McLean and Dr. Lee Snyder-McLean. The model is based on the idea that communication is behavior that develops from cognitive experiences and social interaction. This approach combines research in the fields of cognitive development, speech and language development, linguistics, and special education to produce a wholistic system for early language training.

This model was initially designed for the severely language deficient population. Historically both speech/language clinicians and special educators have had little success developing communication skills in severely handicapped students. Statistically the most encouraging approaches have been based on strict behaviorist paradigms (Guess, Sailor and Baer, 1974; Bricker and Bricker, 1970). However, these approaches seldom produced results that carried over into spontaneous, functional communication. The students usually developed a small scheme of responses that could be produced in specific situations. This behavior could not truly be labeled as successful language development.

The McLeans decided to look at communication development in infants and young children as they believed "language cannot be considered radically different for handicapped children than it is for 'normal' children or it will cease to function as language" (McLean, Snyder-McLean, Sack and Decker, 1981). Their research and observation showed them several things. First, communication is based on a child's set of cognitive experiences and social interactions as well as his or her own personal needs. They also found that language could be looked at in terms of three dimensions that related directly back to the importance of cognitive learning and social interaction. These broad dimensions are form, function and content.

Form is the dimension that looks at the structure of language. The structure of language additionally has been referred to as the grammar or syntax of speech. In this approach, form describes this structure as well as the mode of communication. With handicapped learners the mode of communication may be non-verbal. Such alternative modes as sign language or visual systems like Bliss Symbolics are often employed.

Content is the second dimension of language. This is what linguists refer to as semantics. Content describes the meanings a child is trying to communicate. These meanings are based on a child's cognitive experiences with objects in his environment. Thus a handicapped learner that has had a more limited range of experiences with objects will have fewer meanings to communicate.

The last dimension of language is function. This dimension is the most recent to emerge in the literature under the label of pragmatics. It deals with the social functions of language. A child learns the function of communication through experiences with significant social agents in his environment. It is through these experiences a child learns the importance of communication in having his needs fulfilled.

The communicative behavior that comprises these dimensions is most easily observed in the interactions between normal infants and young children and their caregivers. In these interactions all the prerequisite cognitive and social experiences for language are ocurring constantly. From these observations of how normal children acquire language, professionals can plan activities and experiences for language deficient students.

In summary this approach furnishes a functional approach to the acquisition of early language skills that has not been previously available to clinicians. The approach must be studied in much greater depth to understand its theory and applications however, this synopsis does give readers an indication of what the transactional approach involves.

Bricker, W., & Bricker, D., A program of language training for the severely handicapped child., Exceptional Children, 1970.

Guess, D., Sailor, W., & Baer, D. To teach language to retarded children. Language perspectives: Acquisition, retardation and intervention. Baltimore: University Park Press, 1974.

James E. McLean, Ph.D., Lee Snyder-McLean, Ph.D., Sara H. Sack, Debra Decker; Transactional Language Program, Parson; Kansas; Parsons Research Center, 1981.

FILM THEATRE

The film theatre at this year's conference was organized and presented by The Wyoming Student Chapter of CEC.

MARK TOWNSEND
2221 Coe #111
Laramie, Wyoming 82070
(307) 766-6398

FILM SCHEDULE

1983 CEC/ARC CONFERENCE

Thursday, March 17

1:30-All My Buttons-"Profiles one developmentally disabled young man's attempt to live an independent life and some of the problems he encounters." (H&H Enterprises)

2:00-Exploding the Myth-This film abolishes the myths surrounding MR's concerning their "potential for learning vocational and social skills and for independent living". (Lawren Prod.)

2:30-Kathy-Kathy, born with a brittle bone disease, looks at the "delicate topics of the handicapped in today's society". You will be touched by her enthusiasm and determination. (Film Ideas)

Friday, March 18

1:00-Cipher in the Snow-"Traces the life of a boy, who is very shy to begin with, and through the lack of real caring, is transformed by his family, schoolmates, and teachers into a zero. (BYU)

1:25-A Time for Caring: The School's Response to the Sexually Abused Child- This film "suggests behavioral signs that should alert teachers to the possibility of sexual abuse of children." Staff members relate their experiences. (Lawren Prod.)

2:00-An Unexplained Injury-A view of an abused child and recognition of significant factors in the upbringing and present situation of the abusing parents. (Lawren Prod.)

3:00-The Confident Learner:Self-Esteem in Children-This film shows conditions teachers can create to help the child build positive self-concept and self-motivation. (Lawren Prod.)

3:30-If A Boy Can't Learn-Mike,a high school senior, cannot read or do math and is a behavioral problem. He benefits from the teacher's strategies that help him to utilize his strengths and to overcome his weaknesses. (Lawren Prod.)

4:00-What Ever Happened To Mike-This film follows Mike's development after graduation. It depicts the pride of his family, the community, and himself in the accomplishments he has achieved. (Lawren Prod.)

4:15-Reaching Out:A Story About Mainstreaming-"A clear look at the difficulties and rewards of mainstreaming"-seen through the eyes of Mary(multiply-handicapped) who has experienced both. (Walt Disney)

Saturday, March 19

8:30-Childhood Aggression-This film depicts the successful application of a "behavioral intervention program based on a social learning model. A couple seeks help from Oregon Research Institute in dealing with hostile son Tim, and a treatment program is planned and implemented". (Research Press)

9:00-Rational Emotive Therapy-An introduction to Dr. Albert Ellis' therapy which offers "alternatives to catastrophizing and to the destructive irrational self-talk which RET practitioners feel is largely responsible for much emotional disturbance."(Research Press)

9:30-Who Did What to Whom?II- "This film is one of the most effective programs available for helping people learn how to improve interpersonal relationships. This applies for behavioral principles to 33 short scenes-typical events which occur everyday."(Research Press)

Alternatives-*

Amy on the Lips- Film focuses on society's changing attitudes and the issues surrounding education for the handicapped. (Walt Disney)

Regina- 11 years old and blind, Regina recounts her daily life in the world of the sighted, including some people's insensitivity which has not dampened her spirit. (Little Red Filmhouse)

People You Would Like to Know Series- Looks at present need for a change of attitude toward handicapped children as they increasingly participate in school and in the community. (Encyclopedia Britannica):

1. C.J.- Emotional Disturbance
2. Harold- Visual Impairment
3. Mark- Learning Disabled
4. Mary- Hearing and Speech Impairment
5. Dee- Larsen's Syndrome
6. Paige- Down's Syndrome

*These may be substituted for scheduled films that don't arrive in time for presentation.

FILM DISTRIBUTORS

Lawren Productions, Inc.
P.O. Box 666
Mendocino, California 95460
(707)937-0536
Contact- Joan Bewley, Film Lib.

Research Press
2612 N. Mattis
Champaign, Illinois 61820
217-352-3273

Film Ideas, Inc.
1155 Laurel Ave.
Deerfield, Ill. 60015
Contact- Mike Collins

The Little Red Filmhouse
666 N. Robertson Blvd.
Los Angelos, Ca. 90069
(213)855-0241

Walt Disney Ed. Media Co.
500 S. Buena Vista St.
Burbank, California
1-800-423-2555
Contact- Michael Eagan, Sale

H&H Enterprises, Inc.
P.O. Box 1070
Lawrence, Kansas 66044
913-843-4793
Contact- E. Nelson, Mktg Dir

BYU
Media Marketing
West Stadium
Provo, Utah 84602

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Ave.
Chicago, Ill. 60611

A special thanks is extended to the following companies who graciously donated their films for viewing during the conference: LAWREN PRODUCTIONS, INC.; WALT DISNEY EDUCATIONAL MEDIA CO.; RESEARCH PRESS; H&H ENTERPRISES, INC.

A special thanks is also extended to the Special Education Department at the University of Wyoming and the ERC of Natrona County for use of films from their files.

THE FOLLOWING REPRESENTS ALL

OTHER PRESENTERS

CONTRIBUTING TO THIS CONFERENCE.

BARRY BAYOREK
Resource Room Teacher 3-6
Lincoln County School District #2
Afton, Wyoming 82110
886-9505
886-5719

DR. ROBERT J. BAYUK
School Psychologist
Park County School District #1
P.O. Box 908
Powell, Wyoming 82435
754-7201; 754-5184

GARY BERGER
Coordinator, Special Services
Lincoln County School District #2
Afton, Wyoming 83110
886-3307
886-3854

DEBRA L. BOWE
Master Teacher
Northeast Wyoming Board of
Cooperative Educational Services
410 N. Miller Avenue
Gillette, Wyoming 82716
682-0231

KATHY CARBON
Glenrock High School
P.O. Box 1270
Glenrock, Wyoming 82637
(307) 436-9201

DAVID D. CHAPMAN
Elementary Adapted Physical
Education Specialist
1948 Grand Ave-Admin Bldg.
or
ERC: 309 So. 9th St.
Laramie, Wyoming 82070
(307) 742-8144

JAMES E. COSGROVE
Program Director
Colorado Christian Home
4325 W. 29th Ave.
Denver, Colorado 80212
433-2541

DR. ACE COSSAIRT
Associate Professor
University of Wyoming
P.O. Box 3374 University Station
420 WYO Hall
Laramie, Wyoming 82070
(307) 766-6398

KEITH COWIE
Guidance Counselor
Glenrock High School
P.O. Box 1270
Glenrock, Wyoming 82637
(307) 436-9201

MORITA N. FLYNN
Project Coordinator/Trainer
Project WISP/Outreach
University of Wyoming
P.O. Box 3324 University Station
Laramie, Wyoming 82071
(307) 766-6145

CHARLES GRIFFIN
Special Services Director
Albany Co. School District #1
1948 Grand Ave.
Laramie, Wyoming 82070
(307) 745-8967

JAMES A. JACOBS
Associate Professor of Special Education
University of Wyoming
P.O. Box 3374 University Station
Laramie, Wyoming 82070
(307) 766-6398

JANIS A. JELINEK
Project Director
Project WISP/Outreach
University of Wyoming
P.O. Box 3224 University Station
Laramie, Wyoming 82071
(307) 766-6145

DAVID M. KIRK, ED.D.
School Psychologist
Facilitator, FCERC-S
Fremont County School District #1
Central Services Bldg.,
Highway 287 West
Lander, Wyoming 82520
332-3784

BEN J. KOPERSKI
Assistant Professor, Audiology
University of Wyoming
P.O. Box 3311 University Station
Laramie, Wyoming 82071
(307) 766-6426

KAREN S. PETERSON, EDd
School Psychologist
Sweetwater School District #1
P.O. Box 1089
Rock Springs, Wyoming 82901

RANDY SINISI
School Administrator
Colorado Christian Home
4325 W. 29th Ave.
Denver, Colo 80212
433-2541

DIANE SMITH
Principal, Linford School
Employing Agency: Albany Co.
School District #1
120 S. Johnson
Laramie, Wyoming 82070
(307) 742-8217

DR. JOHN STELLERN
Professor
University of Wyoming
P.O. Box 3374 University Staion
418 WYO Hall
Laramie, Wyoming 82701
(307) 766-6398

GARY E. TOPPING
Instructor of Audiology
University of Wyoming
P.O. Box 3311, University Station
Laramie, Wyoming
(307) 766-6426

GUNNAR VOLTZ
Director of Sales
American Guidance Service
Publishers Bldg.
Circle Pines, Minesota 55014